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ABSTRACT

This document reports the results of a survey on the procedures and potential benefits of "out of school" experiences for elementary and secondary school teachers in Australia. The introduction supplies the background and rationale for providing teachers with practical work experiences outside the school through inservice work-study, visitation, and research programs. For the survey, member school systems of the Australian Education Council indicated steps taken since 1979 to provide "out of school" experiences for teachers, and to examine and analyze the benefits and problems encountered. The first section of the report contains an outline of the purpose and status of the Teacher and Industry Exchange Sub-Program, a pilot program implemented in three states (New South Wales, South Australia, and Western Australia) to provide cooperative experiences and links between schools and industry. Succeeding sections of the report describe teacher "out of school" activities, availablity and use of leave without pay, and program evaluations in all Australian states and territories: (1) New South Wales; (2) Victoria; (3) Queensland; (4) South Australia; (5) Western Australia; (6) Tasmania; (7) Northern Territory; and (8) Australian Capital Territory. A summary lists the features of "out of school" experience programs and a concluding statement attests to the value of such programs. A bibliography of eight items is appended. (FG)

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A REPORT OF RESPONSES FROM AUSTRALIAN GOVERNMENT EDUCATION SYSTEMS ON "OUT-OF-SCHOOL EXPERIENCE FOR TEACHERS".

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INTRODUCTION

The pace of change in the "world of work" has given rise to mounting public concern that societal changes have tended to outstrip the general rate of change in the schooling system. This perception of an imbalance between the schooling system and its external environment has, in turn, generated increasing interest in seeking to bridge such shortcomings with appropriate policy initiatives. The better-developed strategy which caters for this perceived problem is the provision of student work experience programs. These are designed to cater for the needs of the individual student who requires assistance in adapting from the world of the classroom to the world of work.

In contrast in the last decade there has emerged a second and less well-developed strategy which has been orientated towards changing the structure of formal schooling through initiatives designed to provide the ordinary teacher with practical work experience outside the schooling system. Here there is an underlying emphasis on the role of the teacher as an agent of change with the intent being to accelerate the pace of internal change within the schooling system.

Whilst the underlying philosophy of such "out-of-school" experience for teachers is rarely explicit, there are a number of intuitive assumptions which appear to lie behind the advocacy of such programs. Whilst not comprehensive these include:

- a belief that most teachers have negligible personal experience of the world of work which lies beyond the classroom;

- a belief that this is undesirable because the teacher is involved in providing a service function for the appropriate development of the human resources which stream into the economic, technical and social fabric of the community;

- a belief that teachers can provide better personal service to the individual student if they themselves know the type of working environments and experiences which their students will face;

- a belief that teachers do not fully appreciate the values of the world of work, the propriety of these values, and the functional mechanisms (including the complex inter-personal relations systems) which maintain work organisations;

- a belief that there should be more effective communication between the schooling system as a provider of educational services, and the employing community which provides gainful work.

"Out-of-school" experience for teacher programs have been developed to reduce these perceived shortcomings. It is important to note that the major thrust is aimed at the currently employed teacher and not simply at new teacher trainees or those teachers charged with teaching vocational skills or providing career counselling. It is this characteristic which sets such programs apart from the more familiar recurrent education concepts. "Out-of-school" experience for teachers is therefore basically intended to refer to programs which are designed to provide the ordinary teacher with first-hand experience of the world of work in

the belief that such teachers can then make a positive contribution towards enhancing the relevance and appropriateness of the current secondary schooling system to contemporary society. In this way advocates of such programs believe that the "isolated educator", through appropriate first hand industrial and commercial experience, can become an important factor in changing the nature of schooling.

The Australian Education Council interest in out-of-school experience for teachers gained new vigour as a result of the many recent inquiries into teacher education. For example, in February 1979, the Council considered a report on procedures being adopted by State education systems to allow teachers to move from the school situation to out-of-school work experience. In June 1979, the Council's Working Party on Education and Employment recommended that the Australian Education Council undertake a thorough examination and analysis of the potential benefits and possible procedures for implementation of out-of-school experience programs. While this was not carried out immediately, the Commonwealth Minister for Education, in October 1979, circulated a discussion paper to members of the Australian Education Council which highlighted the view that the majority of secondary teachers had not had any significant work experience outside of education. The Commonwealth paper also indicated that industry and commerce had expressed their willingness to participate in activities to improve teachers' understanding of work outside the school.

Further impetus was given to the notion of out-of-school experience for teachers by the Williams Report (1978) which recommended that opportunities be made for short period release or secondment of teachers to other fields of work,

as well as a continuing series of seminars for teachers on the world of work. By 1981 it was evident that progress had been made since the report considered by the Council in 1979 and that a variety of schemes was underway in different States.

Consequently the 44th meeting of the Australian Education Council (October 1981) requested that member systems prepare papers indicating steps they had taken since 1979 on procedures to implement such "out-of-school" experiences for teachers, and to examine and analyse the benefits and problems that may have been encountered. Responses to this request are reported here on a system by system basis.

Because of the widespread implementation of the Teacher and Industry Exchange Sub-program this is described briefly at the beginning of the report. For each State and Territory a separate section of the report describes that system's participation in the Teacher and Industry Exchange Sub-program, other work experience and work visit programs for teachers, the availability and use of leave without pay and reported evaluations of the various programs. The final section of the report contains a brief summary of the development of out-of-school experience for teachers sinced 1979.

A bibliography of known available reference materials in Australia is included. The brevity of the bibliography is indicative of the limited nature of published research, evaluations and material in this area.

1 THE TEACHER AND INDUSTRY EXCHANGE SUB-PROGRAM

1.1 Description

The following information is supplied by the Commonwealth Schools Commission:-

Formal Title: "The Teachers and Industry Exchange Sub-Program", School Exchange and Travel Scheme, Commonwealth Schools Commission.

Aims:

i to provide opportunities for teachers to gain work experience in industry.

ii to encourage people in industry to work in schools for short periods; and

iii to foster a closer liaison between schools and industry.

1.2 Development of the Program

In 1981 a pilot program was initiated in three States (WA, SA, NSW) as follows:

State	No. of Teachers	Duration of Visits	Est Cost
NSW	12	2 1/2-5 days	$1,920
SA	4	5 - 10 days	$1,762
WA	14*	1 - 10 days	$ 325

*(incl 8 from Wanneroo SHS)

In addition two people from industry visited schools.

In August 1981 the Sub-Program was reviewed and a further trial was recommended for 1982. All States, except for Queensland, are participating. A $9,000 budget was approved.

Progress with the 1982 pilot program, as at April 30, is reported as follows:

State	No. of Teachers	Duration of Visits	Costs
NSW	6	3 - 5 days	$1,432
SA	4	5 - 10 days	n/a
WA	15*	1 - 10 days	n/a

* incl 5 teachers from Cunderdin Agric H S
5 teachers from Hedland SHS

1.3 Evaluation and Future

A further evaluation of the Sub-Program and a review of its future is scheduled in August 1982 by the National Committee of the Commission's School Exchange and Travel Scheme.

1.4 State/Territory Programs

Within States/Territories the program is known variously as:

"Teacher and Industry Pilot Program" (Vic)
"Teachers and Industry Program" (SA)
"Schools-Industry Interchange Program" (NSW)
"Teacher and Industry Pilot Program" (WA and Tas)
"Teachers-Work Program" (NT)
"Teacher and Industry Exchange Sub-Program" (ACT)

2 NEW SOUTH WALES

2.1 SCHOOL-INDUSTRY INTERCHANGE PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The program is advertised through the Teachers' Welfare Branch of the State Education Department and a printed circular indicates the aims of the program for teachers. This stresses that the onus is on the applicant to demonstrate that appropriate work experience will further their professional competence and/or promote closer links between their school and the working community. Placements are from one to three weeks duration, in the latter case on a one day per week basis. In 1982 eligibility is also being extended to allow four people from industry to participate through visits to schools.

(b) Numbers of Teachers Involved

Indicates that in 1981, 12 secondary teachers participated and that in 1982, six secondary teachers will participate plus four persons from industry.

(c) State Comments on the Sub-Program

Reports forwarded by participating teachers, and in some cases the business firms concerned, indicated that the program was received with considerable interest by both the teachers and industrial personnel involved, and was deemed to be a successful experiment at this initial pilot stage.

2.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

None reported.

2.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

"Occupational Awareness Program"

(b) Relevant Conditions and Eligibility Guidelines

"Occupational Awareness Program"

This was initiated by 14 TAFE colleges during Term III, 1981. Target groups included Careers Teachers, Transition Education Teachers and Teachers in Special Schools. Aims of the program include:

- the improvement of communication between TAFE, industry and school systems;
- increasing occupational awareness in participants; and
- enhancing specific job skills and knowledge.

Formal courses are held the during October-November period and include 12 hours of guided industrial visits.

(c) Numbers of Teachers Involved

"Occupational Awareness Program"

1981 150-200 teachers (approx)
1982 Continuance of program not yet determined.

(d) State Comments on Named Schemes

No comments are provided.

2.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

Provisions for use of Leave without Pay for industrial and commercial work experience require approval from the Director-General of Education in the State system (Section 89 of the Education Commission Act). A minimum of two years full-time and satisfactory service is required for Leave without Pay, and the minimum period offered is one school term. The maximum period for Leave without Pay is three years. Extensive details of the provisions of the leave scheme are supplied.

(b) Number of Teachers Taking Leave without Pay

No data supplied.

(c) State Comments on Leave without Pay and Teacher Work Experience

Teachers are not allowed to undertake any remunerative employment under their Leave without Pay provisions unless the Director General of Education provides prior consent.

2.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

"The Schools Industry Interchange Program"

Reports from participants were evaluated and discussed by the NSW State Committee of the Schools Exchange and Travel Scheme and a general report given to the National Committee.

(b) Leave without Pay and Teacher Work Experience

No evaluation is indicated but attention is drawn to the further restriction that gainful employment, sought during Leave Without Pay, is subject to prior approval from the Director-General of Education.

(c) Other Work Experience Programs for Teachers

Not applicable.

(d) Other Work Visit Programs for Teachers

"Occupational Awareness Program"

An evaluation of this scheme is indicated but no details were supplied.

3 VICTORIA

3.1 TEACHER AND INDUSTRY PILOT PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

Post-primary teachers and principals from government and non-government schools are eligible to participate in the program. Release occurs during August for a period of up to two weeks in an "appropriate industrial setting". The scheme is advertised in the "Victoria Education Gazette and Teachers Aid". Placement is organised by the members of the Teachers and Industry Committee which meets under the chairmanship of a Teacher Education officer. This officer is the Education Department representative on the Victorian State Committee for the Schools Exchange and Travel Scheme. Teachers are regarded as being "on duty", as they are seconded for the period in question.

(b) Numbers of Teachers Involved

During 1982 (the first year of operation) 20-25 teachers are expected to participate.

(c) State Comments on the Sub-Program

An evaluation of the pilot program in Victoria will be undertaken in early September once the visits are completed.

3.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

(a) Named Schemes

"TAFE Industrial Release Program"

(b) Relevant Conditions and Eligibility Guidelines

"TAFE Industrial Release Program"

TAFE Board guidelines for staff development programs apply.

(c) Numbers of Teachers Involved

"TAFE Industries Release Program"

1981 150 (approx).

(d) State Comments on Named Schemes

"TAFE Industrial Release Program".

The TAFE Staff Development reports that only half of Victoria's TAFE colleges are active with programs. Non-participating colleges are mostly Education Department colleges which have expressed uncertainty regarding operational problems which include the issue of workers compensation (there is a "hands on" component during industrial visits). Concern is also expressed by these colleges regarding the problem of replacing staff attending such release programs.

3.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

i "Teacher Work Experience - Observation Program" (Mooroopna H.S.)

ii "The Basic In-Service Program for Experienced Career Teachers"

iii "The Advanced In-Service Program for Experienced Career Teachers"

iv "American Chamber of Commerce Visitation Program for Career Teachers"

v "Teacher Industrial Placement Program"

vi "Regional Visitation Programs"

vii "Post-Graduate Careers Teachers' Work Visits"

(b) Relevant Conditions and Eligibility Guidelines

i "Teacher Work Experience - Observance Program" (Mooroopna HS Shepparton)

Commenced in 1980 as a school-based initiative modelled on South Australia's Taperoo HS scheme. It was intended to give direct work experience to teachers for the following reasons:

- to assist curriculum development in the school;
- as experience of observing work situations for teachers; and
- to enable staff to keep abreast of changes in the workplace and community.

However, the initial aim of direct work experience had to be modified as work observance, because of guidelines determined by the Education Department and Trades Hall Council (Melbourne). These were based on an appreciation of the possible operational difficulties involved in attempting to second teachers to other employers (these problems included issues of

pay, replacement staff, workers compensation issues and overall project costs). The Program was restricted to the end of the school year and approval was conditional on staff absences not affecting normal school operations. Experienced staff piloted the scheme and it was understood that no replacement staff were to be provided for teacher absences. The issue of insurance was circumvented by designating the program as an "in service" project and early consultation with trade union representatives and employers was required. The co-ordination of the program was delegated to a school staff member who had several years of recent industrial experience, and a requirement was made for an evaluation report to be be prepared and forwarded to the Education Department. The school regarded these guidelines as interim pending resolution of the operational problems which the proposals for the project had highlighted. However these conditions remained in place during 1981, when a second group of teachers participated.

ii "Basic In-Service Program for New Careers Teachers"

Mandatory course of four weeks duration each year for newly-appointed careers teachers in both government and non-government schools in Victoria.

iii "Advanced In-Service Program for Experienced Careers Teachers"

Restricted to staff involved in career education for at least two years.

iv "American Chamber of Commerce Visitation Program for Careers Teachers"

Conducted through two Victorian-based American companies and up to the present restricted to a number of careers teachers.

v "Teacher Industrial Placement Program."

Active in 1978 and 1980 and built on a program devised by Melbourne Rotary Club and Careers Education Section. Co-ordinated by the Career Education Section in 1978 (in March and October) and The Pupil Welfare Section in 1980. It involved three day visits to selected employers. Eligibility was restricted to careers teachers and career advisors.

Based on the experience gained in the above programs, a further proposed program was canvassed by the Career Education Section of the Counselling Guidance and Clinical Services Division of the Education Department - whereby careers teachers would be placed for five days in suitable work environments. Further proposals for convening meetings with industrial, union and educational representatives to discuss 12 month placements were then made in early 1980. No action was taken.

vi "Regional Visitation Programs"

These are ad hoc arrangements made by Regional Officers which are open to class teachers, principals and careers teachers.

vii "Post-Graduate Careers Teachers' Work Visits."

RMIT and Victoria College (Rusden Campus) post-graduate courses in careers education. One-week industrial visits are available to only full or part-time students enrolled in the post-graduate courses in careers education in these two institutions.

(c) Numbers of Teachers Involved

i "Teacher Work Experience - Observance Program" (Mooroopna HS)

Dec 1980 6 school teachers
Dec 1981 9 " "

ii "Basic In-Service Program for New Careers Teachers"

1979-1982 65 per annum (approx).

iii "Advanced In-Service Program for Experienced Careers Teachers"

1979-1982 25 per annum.

iv "American Chamber of Commerce Visitation Program for Careers Teachers"

3 Programs: 2 in 1981 to Motorola Pty Ltd
1 in 1982 to Black and Decker Pty Ltd - 25 teachers

v "Teacher Industrial Placement Program."

1978 67
1979 -
1980 25

vi "Regional Visitation Programs"

Examples: Mildura 1981 20 careers teachers
15 principals
1982 25-30 math teachers

vii "Post-Graduate Careers Teacher Visits."

Approximately 20-30 students from each institution per annum. RMIT commenced these visits in 1976 and Victoria College (Rusden Campus) began visits in 1980.

(d) State Comments on Named Schemes

. "Teacher Work Experience - Observance Program" (Mooroopna HS)

The intended work experience component proved impracticable due to major operational obstacles indicated by the Education Department and Trade Union movement. The school reported considerable interest from the Shepparton employers approached and the staff themselves were very supportive to the aims of the program. However, the net result was that the program was limited to work visits without "hands on" experience.

. "Post-Graduate Careers Teachers' Work Visits."

Evaluation of visits is through the appropriate course co-ordinators at the two institutions.

3.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

Applications are invited in June each year through notice in the Education Gazette. Temporary and permanent full-teachers are eligible and leave is for three approved purposes:

i overseas teaching duties/study or travel for educational purposes;

ii approved employment outside the Education Department; and

iii for tertiary study.

(b) Number of Teachers Taking Leave without Pay

Date	Total	"Work Experience"
1980	1125	not available.
1981	1235	*60 (20 Primary, 18 Secondary, 19 Technical and 3 Special Services teachers.)
1982	768	*46 (26 Primary, 9 Secondary, 7 Technical and 4 Special Services teachers.)

NOTE: * These figures are examples only.
The total number of teachers taking leave without pay for work experience is not available.

(c) State Comments on Leave without Pay and Teacher Work Experience

The Technical Division of the State Education Department reports that the Leave without Pay system is not sufficiently flexible for most TAFE teachers as they seek short periods of leave for work experience. "Many bureaucratic hurdles" are noted.

3.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

"Teachers and Industry Pilot Program"

No evaluation is yet available as the program is in its first year of operation. An evaluation of the pilot program in Victoria will be undertaken after the 1982 visits to industry have been completed ie early September.

(b) Leave without Pay and Teacher Work Experience

Although details are provided for 1981 and 1982 no systematic evaluation of the possible relationship between the two is claimed.

(c) Other Work Experience Programs for Teachers

"TAFE Industrial Release Program."

This has been evaluated by the Staff Development Section on the basis of written reports submitted by participants. A major finding claimed is that staff confidence and subsequent teaching performance is enhanced by longer full-time work experience programs.

(d) Other Work Visit Programs for Teachers

. "Teacher Work Experience - Observance Program." (Mooroopna HS)

This project was evaluated in a report submitted by the school in 1980. This review claimed that all aims were achieved and that staff morale had significantly improved as a result of the program. No external evaluation is indicated.

. "Teacher Industrial Placement Program."

The Vocational Service Committee (1978-79) of the Rotary Club of Melbourne provided a "Major Project Report on Career Teacher Training". This gave an evaluation of the 1978 program and assessed it as satisfactory. It included guidelines for future implementation and strategy. The Career Education Section of Counselling, Guidance and Clinical Services proposed an expanded version of these initiatives but no Departmental follow-up occurred.

4 QUEENSLAND

4.1 TEACHERS AND INDUSTRY EXCHANGE SUB-PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The program is not operating in Queensland.

(b) Numbers of Teachers Involved

Not applicable.

(c) State Comments on the Sub-Program

Reports that problems with teachers' awards in that State make any "hands on" industrial experience program unworkable.

4.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

(a) Named Schemes

"Study and Research Assistance Scheme".

State Government Officer Interchange Scheme (administered by the Public Service Board).

(b) Relevant Conditions and Eligibility Guidelines

"Study and Research Assistance Scheme".

Commenced January 1982. No further details are supplied.

(c) Numbers of Teachers Involved

No data given.

(d) State Comments on Named Schemes

"Study and Research Assistance Scheme"

This is described as the only official teacher work experience program in that State and is said to include commercial/industrial programs. The scheme is quite detailed and comprehensive. It is designed to encourage and to assist officers of the Public Service (including teachers) in personal and professional development.

4.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

i "Skills and Knowledge Update Visitation Program for TAFE teachers"

ii "Occasional Programs conducted by commercial bodies"

iii "Teacher Visits to Student Work Experience Placements"

iv "Attendance at Mining and Forestry Training Programs"

v "External Staff development activities"

(b) Relevant Conditions and Eligibility Guidelines

i "Skills and Knowledge Update Visitation Program for TAFE Teachers"

These are one-half to one day visits organised by the Professional Development Section and they include visits to a wide variety of industrial and commercial locations.

ii "Occasional Programs conducted by commercial bodies"

Teachers are formally encouraged to attend these half to one day guided visits offered by private employers. No further details are reported.

iii "Teacher Visits to Student Work Experience Placements"

Regular visits to students by teachers is regarded as an invaluable means of obtaining feedback on actual work conditions experienced by students.

iv "Attendance at Mining and Forestry Training Programs"

A "Mining in Society Program" (annual program) is sponsored by the Chamber of Mines and Coal Owners Association. This covers a three to five day seminar/field course to various mining establishments. No eligibility guidelines are indicated. The "Forestry Training Program", sponsored by the Forestry Department, is reported as restricted to staff from environmental field study centres and agricultural teachers.

v "External Staff Development activities"

This is restricted to TAFE teachers and is a formal part of in-service activity. In 1980 there were 75 such courses, since expanded to 81 in 1981. No further details are reported.

(c) Numbers of Teachers Involved

i "Skills and Knowledge update Visitation Program for TAFE Teachers"

1981 not given
1982 not given.

ii "Occasional programs conducted by commercial bodies"

1980-1981 110 teachers (approx).

iii "Teacher visits to Student Work Experience placements"

1979-1982 600 per annum (approx).

iv "Attendance at Mining and Forestry Training Programs"

Mining in Society	1979-1982	75 per annum
Forestry Training	1980-1982	40 per annum.

v "External Staff development activities"

1980	153
1981	206
1982	data not supplied.

(d) State Comments on Named Schemes

A high continuous and informal interchange in the TAFE area is emphasised in addition to identified programs.

4.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

Leave without pay to enable teachers to join in industrial or commercial work experience is approved at the discretion of the Director-General of Education.

Consideration can also be given to some forms of experience in the content of the Study and Research Assistance Scheme which was introduced in January 1982.

(b) Number of Teachers Taking Leave without Pay

No data supplied.

(c) State Comments on Leave without Pay and Teacher Work Experience

It is difficult to determine just how many teachers engage in work experience when on leave without pay. For example, teachers on travel leave overseas could be involved in some work during the year without this Department being aware of it. However there are very few requests for leave without pay for the express purpose of work experience.

4.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

The scheme does not operate. However the Director-General's office expresses reservations about the effectiveness of such programs. Attention is drawn to page 9 of a booklet entitled **Secondary School and the World of Work. The Opinions and Experiences of Queensland Teachers** (Queensland Board of Education July 1981) which, in part, questions whether work experience programs make any difference to the way teachers teach their students and, in particular, the way they help their students learn about the world of work outside the school. The lack of hard supportive evidence is also emphasized and the cost of such programs is questioned, particularly when goals appear "elusive". A conference, jointly sponsored by the Board of Teacher Education and the Board of Secondary School Studies entitled "Secondary Schools and the World of Work. Implications for Teacher Education" (Brisbane May 29, 1982), reported the following major findings:

i over half of our teachers have already had some full-time work experience outside teaching; and

ii teachers value manual work and would not discourage students from choosing manual occupations.

(b) Leave without Pay and Teacher Work Experience

The relationship between the two elements is reported as "nil".

(c) Other Work Experience Programs for Teachers

"The Study and Research Assistance Scheme"

No evaluation of this program is reported since its inception in January 1982.

(d) Other Work Visit Programs for Teachers

"External Staff Development Activities"

This is the only formally evaluated State program. Written reports from participating staff are forwarded to the Professional Development Section for publication in the Staff Development Bulletin.

5 SOUTH AUSTRALIA

5.1 TEACHER AND INDUSTRY PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The 1981 pilot scheme in that South Australia was restricted to transition education teachers in both government and non-government schools. However in 1982, eligibility was expanded to include all secondary teachers. Placement is to any business, industry or human services organisation relevant to young school leavers, and this is arranged with the appropriate employer who acts as consultant for proposed arrangements initiated by individual teachers. The State Committee of the Schools Exchange and Travel Scheme provides a printed guide for work experience proposals and the objectives intended to be achieved by individual teachers and participating schools. These guidelines were formulated prior to the 1981 pilot project and include an "Evaluation Proforma" which teachers are required to complete for the Committee. The 1981 program budget was $2,000 and the 1982 budget $1,500. Multiple work place visits are recommended and a per diem allowance of $10 is given to cover incidental costs.

(b) Numbers of Teachers Involved

In 1981, four teachers participated (including two education administration personnel) and that during 1982, three teachers are expected to participate.

(c) State Comments on the Sub-Program

Transition Education and TAFE are both commended for their support during the implementation of the program.

5.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

(a) Named Schemes

i "Teacher Work Observation Scheme" (Taperoo HS)

ii "Teacher Work Experience in Transition Education Program"

(b) Relevant Conditions and Eligibility Guidelines

i "Teacher Work Observation Scheme" (Taperoo HS)

The program was originally initiated in 1977 and ran until 1980 as a school-based project open to all internal teaching staff. Released staff were replaced by two temporary teachers with funding provided by Career Education Project funds. The program was composed of a series of short work visits supplemented by one to two week periods of direct employment of the type of work encountered by school leavers. In 1979 and 1980 a similar program was later mounted by a second school (Glossop HS). No details of this are supplied.

ii "Teacher Work Experience in Transition Education Program"

This commenced in 1980 and was administered by the Transition Education Unit of the Curriculum Directorate with a $50,000 budget derived from Commonwealth School to Work Transition Program funds. In addition to direct work experience a strong evaluation mechanism was indicated. The project was publicised in the "Education Gazette" and teachers were advised to make employment enquiries themselves and then to consult with a Transition Education Unit officer on the

placement opportunities they had discovered. Formal applications were then vetted by a Regional Selection Committee which consulted with employer representatives, the Crown Solicitor, the South Australia Institute of Technology and the South Australia Trades Hall. To avoid labour difficulties, guidelines then emerged which required teachers to spend two weeks of the projected one month release in two separate places of work. Placements were made in Term III 1980 and work experience was completed by early December. The emphasis in the program was upon teachers working alongside other employees in industry, commerce, business and the professions. An important guideline was that no work experience teacher was to replace or displace a normal employee, and the teachers were subject to the same general conditions as operate for Student Work Experience programs. Participating schools were required to ensure that employers had suitable Public Risk insurance policies to cover teaching staff, and teachers were further instructed to ensure that they work within the provisions of the Industrial Safety, Health and Welfare Act.

The legal opinion received and acted upon was that released teachers were technically "workers" for the duration of their direct work experience. However these teachers retained their full salary and employment rights as teachers (including a claim to the usual Workers Compensation insurance cover) as they were regarded as being "on duty". No incidental allowances were offered and released staff were expected to adopt the required dress standards when placed. The work activities covered, included hospitals, building trades and heavy industry.

(c) Numbers of Teachers Involved

i "Teacher Work Observation Scheme" (Taperoo HS)

1978	39 teachers
1979	"a few teachers"
1980	no data supplied.

ii "Teacher Work Experience in Transition Education Program"

1980	57 secondary teachers (including 10 from Taperoo HS)
1981	no data supplied.

(d) State Comments on Named Schemes

i "Teacher Work Observation Scheme" (Taperoo HS)

Success reported from this school-based initiative encouraged planning by the Director of Curriculum for a program expansion to eight schools at an estimated cost of $28,000. In 1979-80 Glossop HS undertook a similar program with funding in 1980 being provided by the Commonwealth "School to Work Transition" program. However, no funding was available for Taperoo HS in 1981 and no further details of this type of program were supplied.

ii "Teacher Work Experience in Transition Education"

The pilot program attracted more applicants than was anticipated (35 placements had been forecast) and feedback from participants' reports led to a requirement that all inexperienced Transition Education Regional Advisors spend two weeks of their holidays in work situations. No further details are supplied.

5.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

"Trade Awareness Link Courses"

(b) Relevant Conditions and Eligibility Guidelines

"Trade Awareness Link Courses"

This commenced in 1981 for female humanities teachers who were not being reached by the "Teacher Work Experience in Transition Education Program". This target group was offered a formal course devised by the Transition Education Unit and the Equal Opportunity Unit. For 1982 the original pilot course has been joined by three more courses.

(c) Numbers of Teachers Involved

"Trade Awareness Link Courses"

1981 18 female secondary staff (humanities)
1982 72 female secondary staff (humanities).

(d) State Comments on Named Schemes

No comments are provided.

5.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

A quota system applies to all applications. No further details given.

(b) Number of Teachers Taking Leave without Pay

No data supplied.

(c) State Comments on Leave without Pay and Teacher Work Experience

It is felt that some teachers might use Leave without Pay provisions to gain work experience.

5.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

This commenced in 1981 with an evaluation proforma issued to all participants. These formed the basis for an evaluation report by Mr I P Lang, Member - National Committee and Chairman - State Committee of the Schools Exchange and Travel Scheme. From reported operational experiences, Mr Lang suggested that the project was very successful viz:

i teachers reported positive personal and curriculum benefits arising from their work experiences; and

ii experiential value of being an "employee" was claimed as increasing awareness of work realities and giving a better appreciation of the training and adjustment needs of school leavers.

The evaluation also suggested that:

i there was a need to make students in earlier years career conscious;

ii there was a need for schools to improve communications with employers;

iii more could be done to discuss programs with school principals; and

iv exchange with employees from industry was not achieved due to difficulties in employees obtaining release due to seasonal pressures of work.

(b) Leave without Pay and Teacher Work Experience

No systematic evaluation is reported although the belief is expressed that some teachers do gain work experience through this provision.

(c) Other Work Experience Programs for Teachers

i "Teacher Work Observation Scheme" (Taperoo HS)

This program was evaluated in 1978 by the Education Department's Research Section (Delin and Haysen). A major finding reserved judgement on the effect of work experience on subsequent teaching performance and delivery. No further evaluations are indicated.

ii "Teacher Work Experience in Transition Education."

This was formally evaluated at its inception by the Transition Education Unit with special attention being paid to:

- the effect of work experience on teachers;
- the value of such experience for teacher development strategy; and

- the potential for curriculum change arising from such projects.

Participants submitted written work experience reports and attended a two day debriefing workshop at the end of 1981. A draft report was compiled for printing (not received). Findings included the following:

- participants were principally volunteers from technical studies, home economics and business education subject areas. This resulted in a vocationally-orientated subject area bias amongst the program volunteers;

- Term III was a difficult time to release staff from schools;

- participants claimed that experience had modified their classroom attitudes and behaviours; and

- curriculum issues were better addressed when several teachers from the same school had been simultaneously involved.

A key shortcoming revealed was the very limited role such programs play in promoting curriculum strategies and changes.

Staffing problems prevented further evaluation but attention is drawn to the positive endorsement of such programs, given by the National Teacher Work Experience Conference (Adelaide, November 1981).

(d) Other Work Visit Programs for Teachers

"Trade Awareness Link Courses"

No current evaluation is provided but documentation is described as becoming available during 1982.

6 WESTERN AUSTRALIA

6.1 TEACHER AND INDUSTRY PILOT PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The State committee of the Schools Exchange and Travel Scheme provides an information leaflet on the Sub-Program. This includes a full statement of declared aims and it places special emphasis on the importance of teachers being familiar with work in the school locality. The value of such work experience for improving individual technical skills is also stressed.

All secondary teachers are eligible but preference for school-based nominations (of individuals or groups of up to ten teachers) is indicated. Negotiations for placements can be made by individual teachers with the assistance of Youth Education Officers or the Education Officer of the Confederation of Western Australian Industry. Local visits are encouraged but city-country exchanges also are possible during vacation periods. Incidental expenses of $5 per day are granted, and brief written reports, within two weeks of work experience, are requested from teachers.

(b) Numbers of Teachers Involved

In 1981, 14 teachers from five schools made use of funding. For 1982, six schools have applied to the program.

(c) State Comments on the Sub-Program

Because funds are not available for teacher replacement during work experience programs, the scheme's operation will be "quite limited" in that State.

6.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

(a) Named Schemes

"Return to Industry Project for TAFE Staff"

(b) Relevant Conditions and Eligibility Guidelines

"Return to Industry Project for TAFE Staff".

This commenced in 1977 for both teaching and non-teaching staff, and the program is administered by the Staff Development Section of the State Education Department. It is publicised through the Technical Education Division's "Staff Development Information Bulletin". The program involves release for varying periods according to the time needed to meet the objectives of each individual program and as a flexible means of enabling staff to undertake employment in industry and commerce. The staff member continues to receive normal salary from the Education Department during the release period. In addition the returnee's normal entitlements to sick leave, annual leave, long service leave and superannuation are maintained and appropriate cover for Workers' Compensation Insurance and Public Liability Insurance is arranged.

The declared aims included:

i enabling staff to keep abreast of changes in the workplace;

ii the maintenance/development of specific skills by staff; and

iii as a means of raising the effectiveness of student instruction.

Participants are advised to identify suitable placements themselves and then seek formal approval through the Study Area Superintendent and the Directorate. Participating staff were required to submit an evaluation report.

(c) Numbers of Teachers Involved

"Return to Industry Project for TAFE Staff"

Year	No. Teachers (Returnees)	No. Man-days	No. Host Organizations
1980	6	235	10
1981	7	50	9
1982*	11	190	18
* 6 months to 30 June			

NOTE: In addition to the above teachers there have also been other non-teaching staff who have undertaken return-to-industry programmes in the years listed.

(d) State Comments on Named Schemes

"Return to Industry Project for TAFE Staff"

This is one of a group of staff development activities sponsored by the Technical Education Division and attracts between five and ten members of that division each year. As the staff member works as an "employee" (requiring Head Office approval) this program is distinct from all other study visit programs arranged by the college-based Staff Development Scheme.

6.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

i "Study Visits and Projects"

ii "Consultation activities of TAFE Staff"

(b) Relevant Conditions and Eligibility Guidelines

i "Study Visits and Projects"

TAFE staff are eligible to attend work observation visits organised on a divisional or college basis.

ii "Consultation activities"

This is restricted to TAFE teachers who, with formal approval from the Minister of Education, undertake part-time employment relating to the development of specific individual job skills.

(c) Numbers of Teachers Involved

i "Study visits and projects"

1981	143 TAFE staff
1982	no data supplied.

ii "Consultation activities"

1981	18 ?
1982	no data supplied.

(d) State Comments on Named Schemes

"Study Visits and Projects"

College-based projects dominate these formal visit programs. In 1981 all visits totalled 2,441 manhours. In addition many of the in-service activities of the TAFE Staff Development Section lead to industrial visits and contact for a further six hundred staff per annum.

6.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

Details of Leave without Pay provisions are published in "The Education Circular" each May and applications close in June. Few restrictions apply because of the plentiful supply of replacement teachers (except for the Technical Education Division). However the scheme is limited to permanent staff only and the duration is for one full school year (maximum/minimum).

(b) Number of Teachers Taking Leave without Pay

1979 187 teachers
1980 260
1981 262
1982 216

No separate figures for "Work Experience" are supplied.

(c) State Comments on Leave without Pay and Teacher Work Experience

Doubt is expressed that more than one or two teachers use Leave without Pay to gain work experience.

6.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

"Teacher and Industry Pilot Program"

Reports from participants are forwarded to the National Committee of the Schools Exchange and Travel Scheme for evaluation. No further details are given.

(b) Leave without Pay and Teacher Work Experience

No systematic evaluation is reported.

(c) Other Work Experience Programs for Teachers

"Return to Industry Project for TAFE Staff"

Written reports by participants are forwarded to the Staff Development Section and are consulted by Study Area Superintendents and recommendations in those reports are considered and, where appropriate, acted upon. The reports are also made available for TAFE staff and are outlined in an annual publication entitled "Report Abstracts".

(d) Other Work Visit Programs for Teachers

Industrial Study Visits arranged at the Divisional level are formally reported upon, and outlines are printed in the annual "Report Abstracts". Reports on Study Visits arranged at the College level would be retained in the College Library. In some cases formal reports might not be required by the College.

7 TASMANIA

7.1 TEACHER AND INDUSTRY PILOT PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The program is not operating in Tasmania in 1982.

(b) Numbers of Teachers Involved

Not applicable.

(c) State Comments on the Sub-Program

Reports that details of the scheme have yet to be finalised.

7.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

(a) Named Schemes

None reported.

7.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

"Industrial Commercial Training Program"

(b) Relevant Conditions and Eligibility Guidelines

"Industrial Commercial Training Program"

This was a work observation program which ran in 1979 and 1980. It involved the release of teachers from selected subject areas to relevant work observation. The normal duration was three days.

Arrangements were conducted through the State Co-ordinator of Work Experience. Preference was given to one teacher per high school and to new staff who had no previous industrial experience or staff who had completed more than ten years of continuous service. Emphasis was on visiting a variety of workplaces and maximum contact with all employees was emphasized. Publicity for the scheme was organized by the Transition Education Development Group and the experiential value to staff was stressed when the scheme was being canvassed.

(c) Numbers of Teachers Involved

"Industrial Commercial Training Program"

1979 no data supplied
1980 no data supplied.

(d) State Comments on Named Schemes

"Industrial Commercial Training Program"

Comment suggests that this scheme involved only a "limited number of teachers" when it was active. Reasons for this are not indicated.

7.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

Reports that general guidelines are liberalised in 1980 allowing a maximum period of three years Leave without Pay. Due to availability of replacement teaching supply, most applications are met.

(b) Number of Teachers Taking Leave without Pay

1982 357 teachers

No separate figures for "Work Experience" are supplied.

(c) State Comments on Leave without Pay and Teacher Work Experience

In 1982 about fifty two percent of Leave without Pay authorisations were for maternity reasons.

7.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

"Teacher and Industry Pilot Program"

No evaluation details are supplied.

(b) Leave without Pay and Teacher Work Experience

The Department reports that it is unaware of how many teachers are working in industry and commerce under these provisions.

(c) Other Work Experience Programs for Teachers

Not applicable.

(d) Other Work Visit Programs for Teachers

No evaluations or procedures are reported.

8 NORTHERN TERRITORY

8.1 TEACHERS - WORK PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The Northern Territory has been unable to implement the pilot program and the $1,000 grant for the project has since been returned to the Schools Commission.

(b) Numbers of Teachers Involved

No participants.

(c) State Comments on the Sub-Program

Failure to implement the project in 1982 has been attributed to "staffing problems". In addition, it was found that the proposed scheme would compete directly with existing student work experience programs.

8.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

None reported.

8.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

None reported.

8.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

One year's Leave without Pay is available to staff with two years rural service or three years urban service. No further details of provisions are supplied.

(b) Number of Teachers Taking Leave without Pay

No data supplied.

(c) State Comments on Leave without Pay and Teacher Work Experience

No details supplied.

8.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

Not applicable.

(b) Leave without Pay and Teacher Work Experience

No data supplied.

(c) Other Work Experience Programs for Teachers

Not applicable.

(d) Other Work Visit Programs for Teachers

No evaluations or procedures are reported.

9 AUSTRALIAN CAPITAL TERRITORY

9.1 TEACHERS AND INDUSTRY EXCHANGE SUB-PROGRAM

(a) Relevant Conditions and Eligibility Guidelines

The project is proposed to operate in August-September school break. Twelve teachers will be involved in a joint program with the Australian Mining Industry Council, including visits to a variety of mining and processing industries close to Australian Capital Territory and in Broken Hill. Funds from this project will be used to cover residential costs of the visits (estimated at $600).

(b) Numbers of Teachers Involved

In 1982 12 teachers will be involved.

(c) State Comments on the Sub-Program

The limited range of industries in Australian Capital Territory has restricted the variety of industrial experience for local teachers.

9.2 OTHER WORK EXPERIENCE PROGRAMS FOR TEACHERS

None reported.

9.3 OTHER WORK VISIT PROGRAMS FOR TEACHERS

(a) Named Schemes

Short-Term visits to industry and commerce by transition and careers teachers.

(b) Relevant Conditions and Eligibility Guidelines

"Short Term visits to industry and commerce by Transition and Careers Teachers"

Release of careers and transition education teachers at discretion of principals. Some central in-service programs organised by relevant consultants. Other visits co-ordinated at local school level.

(c) Numbers of Teachers Involved

"Short term visits to industry and commerce by Transition and Careers Teachers"

Twenty-six teachers involved in central programs. Figure for school-based programs not available.

(d) State Comments on Named Schemes

Limited range of industry based in ACT restricts the variety of out-of-school experience available for teachers.

9.4 LEAVE WITHOUT PAY AVAILABILITY AND USE

(a) Relevant Conditions and Eligibility Guidelines

Leave without pay is available on two major grounds; for study purposes and on compassionate grounds.

(b) Number of Teachers Taking Leave without Pay

Total in any single year is approximately 125. No detail of reasons is available.

(c) State Comments on Leave without Pay and Teacher Work Experience

Leave without pay is not presently given for work experience.

9.5 REPORTED EVALUATIONS OF THE VARIOUS PROGRAMS

(a) The Teachers and Industry Exchange Sub-Program

"Teacher Industry Program;"

Evaluation and reports from participants include materials for distribution to ACT schools and teachers.

No details of evaluation procedures is indicated.

(b) Leave without Pay and Teacher Work Experience

No data supplied.

(c) Other Work Experience Programs for Teachers

Not applicable.

(d) Other Work Visit Programs for Teachers

No evaluations or procedures
are reported.

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10 SUMMARY

The responses provide the basis for the first comprehensive picture of the development of "Out-of-school" experience for teachers since 1979 in the various States. Whilst the quantitative data is very approximate the general features can be indicated as below:

1979-82 REPORTED NUMBERS OF TEACHERS INVOLVED IN "OUT-OF-SCHOOL" EXPERIENCE PROGRAMS

STATE	"HANDS ON EXPERIENCE"	WORK VISITS	STATE TOTAL	+CAREERS TEACHERS
VICTORIA	170-175	762-847	932-1,022	707-787
SOUTH AUSTRALIA	65	90	155	-
NEW SOUTH WALES	18	150-200	168-218	-
QUEENSLAND	-	3,439*	3,439*	-
WESTERN AUSTRALIA	53	161	214	-
TASMANIA	-	-	-	-
NORTHERN TERRITORY	-	-	-	-
AUSTRALIAN CAPITAL TERRITORY	12	26	38	12
TOTALS	308-313	4,628-4,763	4,946-5,086	719-799

NOTES: + "Careers Teachers" are identified when possible.

* QUEENSLAND - indicates the number of teachers involved in visits associated with student work experience programs.

During the period covered, the work visit-type of experience program for teachers has clearly been numerically the most significant. By contrast the number of programs offering direct "hands on" experience for teachers has been limited to the four States of Victoria, South Australia, New South Wales and Western Australia. These figures are heavily influenced by TAFE involvement and, to a lesser extent, by teachers working in the specific area of transition education. It is to this relatively neglected area of direct experiential contact that the School Commisision's pilot project "The Teacher and Industry Exchange Sub-Program of the School Exchange and Travel Scheme" is addressed. It is now active in Victoria, South Australia, New South Wales, Western Australia and the Australian Capital Territory, and an important evaluation of its operations and results is promised later in 1982.

The overall participation figures suggest that something in the order of five thousand teachers have been involved in some type of "Out-of-school experience" program. This is very modest by comparison to the national teacher population during the period in question. In addition no indication is provided from the returns as to whether those teachers who were involved had no relevant prior experience before undertaking such programs. It may prove to be the case that a substantial number of these did in fact have relevant experience of some kind and that their involvement was not motivated by this single factor. It is also important to note that Bassett (1980) surveyed the Australian teaching population, reporting that contrary to the "glib criticism" (sic) that most teachers have never left school, rather more than a third of the teacher population had experience of prior employments, and also that this was a rising trend compared to a previous survey conducted in 1963. Similarly Bassett pointed out that in three States (Victoria, the Australian Capital Territory and the Northern Territory) the figure was some ten percent higher than the national

average. As a result, Bassett's findings have particular relevance when interpreting the relatively slight involvement which the Australian Capital Territory and the Northern Territory report in their responses.

In conclusion the reported evaluations do generally claim that programs of either type are valuable exercises for the participating teachers. Whether this carries through to subsequent teaching is as yet uncertain and the Queensland response expressed serious doubts on this final aspect.

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